DOCUMENT RESUME

ED 196 478 JC 810 014

TITLE A Student Guide to College Without Walls at Sinclair Community College.
INSTITUTION Sinclair Community Coll., Dayton, Ohio.
PUB DATE [78]
NOTE 78p.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Associate Degrees; Behavioral Objectives; College Faculty; Community Colleges; Evaluation Methods; Experiential Learning; *External Degree Programs; *Independent Study; Learning Activities; Nontraditional Education; *Performance Contracts; Student Evaluation; *Student Responsibility; Teacher Role; Two Year Colleges

ABSTRACT

This four-part manual was designed to help students successfully complete a program of independent study through Sinclair Community College's College Without Walls (CWW). Part I provides introductory material which details the characteristics of the CWW program that differentiate it from traditional degree programs. Part II provides a descriptive outline of the characteristics of the CWW process: (1) enrolling in a course on lifelong learning; (2) describing and documenting prior learning experiences in personal portfolios; (3) forming a personal CWW resource group, which includes a faculty member, a CWW student peer, and two community resource faculty who are experts in the student's field of interest; (4) writing learning contracts for independent study; and (5) evaluating outcomes. Part II also provides guidelines for selecting community resource faculty and samples of learning contracts. Part III describes the components of learning contracts, which specify competency goals, learning activities and evaluation methods. It then delineates the responsibilities of students and teachers in writing the contract, submitting it for approval, carrying out its terms, and evaluating progress. Finally, Part IV presents 16 attachments, including evaluation forms, a list of community resources, a description of an area college consortium, a time inventory plan, and guidelines for learning contract use. (JP)

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A STUDENT GUIDE TO COLLEGE WITHOUT WALLS

AT SINCLAIR COMMUNITY COLLEGE

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

"If you want to ride a horse, dance a jig, climb a mountain, build a boat, write a novel, study history, think intelligently, become educated, a certain amount of instruction in a class in the subject will be useful - perhaps for two or three sessions. After that you will need to get a horse, start dancing, climbing, building, writing, thinking, and educating on your own. Otherwise, you will not have learned what you need to know, that is, how in fact to do the thing you have set out to learn to do. To learn to do something it is necessary to practice it."

--Harold Taylor

JC 810 014

Sinclair Community College
444 WEST THIRD STREET
DAYTON, OHIO 45402
513-226-2500

Dear CWW Student:

You are one of a special group of persons who choose to "step to a different drummer." This fact alone makes you unique because, presumably, you have weighed carefully the various educational models available to you and have selected an alternative that will allow you considerable opportunity for self-expression.

We are happy to have agreed with your choice, and we welcome you to the College without Walls program.

CWW students are selected on the basis of their ability to be self-directing and to thrive in an educational program which hopes to recognize and then respond to individual differences.

We see you as an individual with certain unique talents. We recognize and support your ambition to complete a degree at Sinclair. The CWW program allows for self-pacing, so your timing and action calendar can help you plan an overall schedule for degree completion.

One word of caution about this new freedom to learn. You will be working at least as hard as the traditional student at Sinclair and without the "organization" of the classroom, you can fall heir to that subtle thief of time, procrastination. We feel that you have all of the important qualification to be a self-directing learner, so be sure you work out a helpful system of time management to keep you on track.

Sincerely,

The CWW Staff
Ms. Mellow Bradley - 226-2791
Mr. Gordon Cowperthwaite - 226-2801

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I. An Overview of College Without Walls at Sinclair Community College

What does the Sinclair College Without Walls (CWW) program make possible for you?

> It seeks to build highly individualized and flexible programs of learning and makes use of new and largely untapped resources for teaching and learning. It moves toward a new faith in the student and his capacity for learning on his own, while at the same time providing close and continuing contact between the student and teacher. It redefines the role of the teacher as a facilitator and co-participant in the planning and design of the student's learning experience . . . (Baskin, 1972)

The nurturing of your self-direction is the thrust. The process illustrated on page 10 begins with careful screening to determine agreement of your learning style with program demands. The primary criterion for your admission is a high degree of self-direction, because you work so much on your own and need to employ independent study skills.

Under the Sinclair College Without Walls associate degree program, it is intended that learning be a dynamic process where you are charged with the major responsibility for the learning process. The following are the basic parameters of the CWW program:

1) a fluid concept of time, allowing you to progress at your own rate,
2) a variety of potential locations for learning - in the home, at work, in the community, in service to others, or in other area educational and/or learning resource locations,
3) a less passive and highly participative, experientially based process,
4) a full concern for your affective as well as cognitive development,
5) a diversity of student participants,

I. An Overview of College Without Walls at Sinclair Community College

6) a variety of assessment possibilities including on-site assessment, reflection papers, simulations, role-playing, verbal dialogue, performance, product and, especially important, the College's newly developed evaluation of prior learning process (in addition to traditional paper-and-pencil techniques),
7) a breadth of resources beyond the College, including expert opinions of community practitioners, area university and college instruction, city-wide learning resources (print and electronic media), field experiences in community agencies and institutions, traditional texts and reading, and audio-visual materials and modules available through the Dayton/Miami Valley Consortium of Colleges and Universities,
8) a more personal, narrative evaluation of all your major learning exercises, and
9) a new role stressing a self-directed, proactive learning style.

The important difference between traditional study and a CWW study is suggested in the following adaptation from Dr. John Bear's A Comprehensive Guide to Alternative Degree Programs:

I. An Overview of College Without Walls at Sinclair Community College

TRADITIONAL DEGREE PROGRAM	THE COLLEGE WITHOUT WALLS
Awards degrees on the basis of time served, credits earned.	Awards degrees on the basis of demonstrated competence and skills attained.
Requirements for degree based on medieval principles: some general education, some specialization.	Learning activities and evaluation are agreed upon by student and faculty members; aimed at helping student achieve his/her career or personal goals.
Degree awarded when student meets certain numerical requirements.	Degree awarded when student's actual competence reaches agreed-upon levels.
Considers the classroom as the primary locus of instruction and the campus as the center of learning.	Sees the campus as a somewhat specialized, detached segment of the world. Any part of the world may be appropriate for certain kinds of learning.
Learning resources viewed almost exclusively as printed material and professional educators.	The range of learning resources is virtually infinite and certainly includes involvement with the physical and social world.
Faculty members must have appropriate degrees.	Competence and personal qualities of faculty members far more important than their degrees.
Faculty member sees self primarily as transmitter of information and knowledge.	Faculty member sees self primarily as a counselor and an expediter of learning.
Testing, awarding of credits and degrees depend almost exclusively on mastery of course content.	Learning how to learn and affective learning are as important as cognitive learning for full development of individual.
Cultivates dependence on authority through prescribed curricula, required campus residence, compulsory class attendance.	Cultivates self-direction and autonomy through planned independent study, on and off campus.
Curricula predominantly oriented toward traditional disciplines and well-established professors.	Student's program, reflecting his/her needs and goals, is likely to be problem-oriented, issue-oriented, world-oriented.

II. The College Without Walls Process

Initial CWW Experiences. Upon admission, the Core Faculty person meets with you and other newly admitted CWW students in the course "Developing Lifelong Learning Skills" (EBE 190). This course will meet throughout your degree program. Your future aspirations and goal orientations are focal to EBE 190. During the initial enrollment in EBE 190, an orientation to the College Without Walls process is provided, and you, your Core Faculty, and fellow CWW students begin dialogue which will continue to the completion of an individualized set of learning experiences described in your learning contract. The Core Faculty fills the role of teacher, counselor, friend, and advisor. He/she is responsible for overseeing and guiding you through all aspects of the CWW process.

Developing the Portfolio of Prior and Sponsored Learning. This is one of the most crucial phases in the College Without Walls process. The portfolio is a living document which clarifies all learning, both prior and College sponsored. The portfolio is prepared with the consultation and close working relationship of a Portfolio Facilitator and your Core Faculty. The activity is necessarily highly individualized.

Description and documentation of prior experiential learning is the initial phase in the development of the portfolio (see student Portfolio Guide). The sponsored learning portion of the portfolio consists of a series of learning contracts which describe learning outcomes, learning activities in support of these outcomes, and mechanisms for evaluating the learning. Both sponsored learning and prior learning sections of the portfolio are evaluated by subject matter specialists (i.e., Faculty Mentors). The portfolio is to be updated and maintained throughout the program.

II. The College Without Walls Process

Formation of the CWW Resource Group. With the assistance of the Core Faculty person, you form your own CWW Resource Group. The Resource Group consists of five persons: you, your Core Faculty, a College Without Walls student peer, and two Community Resource Faculty. The purpose of the Resource Group is multi-faceted: to guide your overall program of study, to act as your support group, and to serve as a resource or resource referral throughout your degree program. The peer is selected by you from the CWW student body. Community Resource Faculty, which you nominate, are local persons expert in several or more of your primary competency areas, or are interested in your general academic development. These persons need not be academicians and, in fact, you are encouraged to consider knowledgable practitioners in the field. The primary criterion of the selection of Community Resource Faculty is their expertise and willingness to contribute to your learning. Final approval of the make-up of the CWW Resource Group rests with the Core Faculty. The Resource Group is visually depicted on the following page.

The Community Resource Faculty. Community Resource Faculty form an important part of your CWW Resource Group, broadening your resource base beyond the College's resources. CRF add an important "outside opinion" and, as such, strengthen your program's real world orientation.

You nominate your CRF because they may possess expertise in your study area and are able to share this knowledge in a learning situation. Typical CRF are job or internship supervisors or acknowledged practitioners in a particular field. But eligible persons can be found almost anywhere.

II. The College Without Walls Process

The criteria for appointment of CRF are:

1) the applicant's knowledge and/or expertise related to your degree program,
2) an understanding between the CRF and you of the purpose of the appointment as resource person,
3) the likelihood that the agreement will be carried out, given certain normal limitations of time and energy,
4) the completion of a CRF application, and
5) a letter of appointment from the CWW Core Faculty.

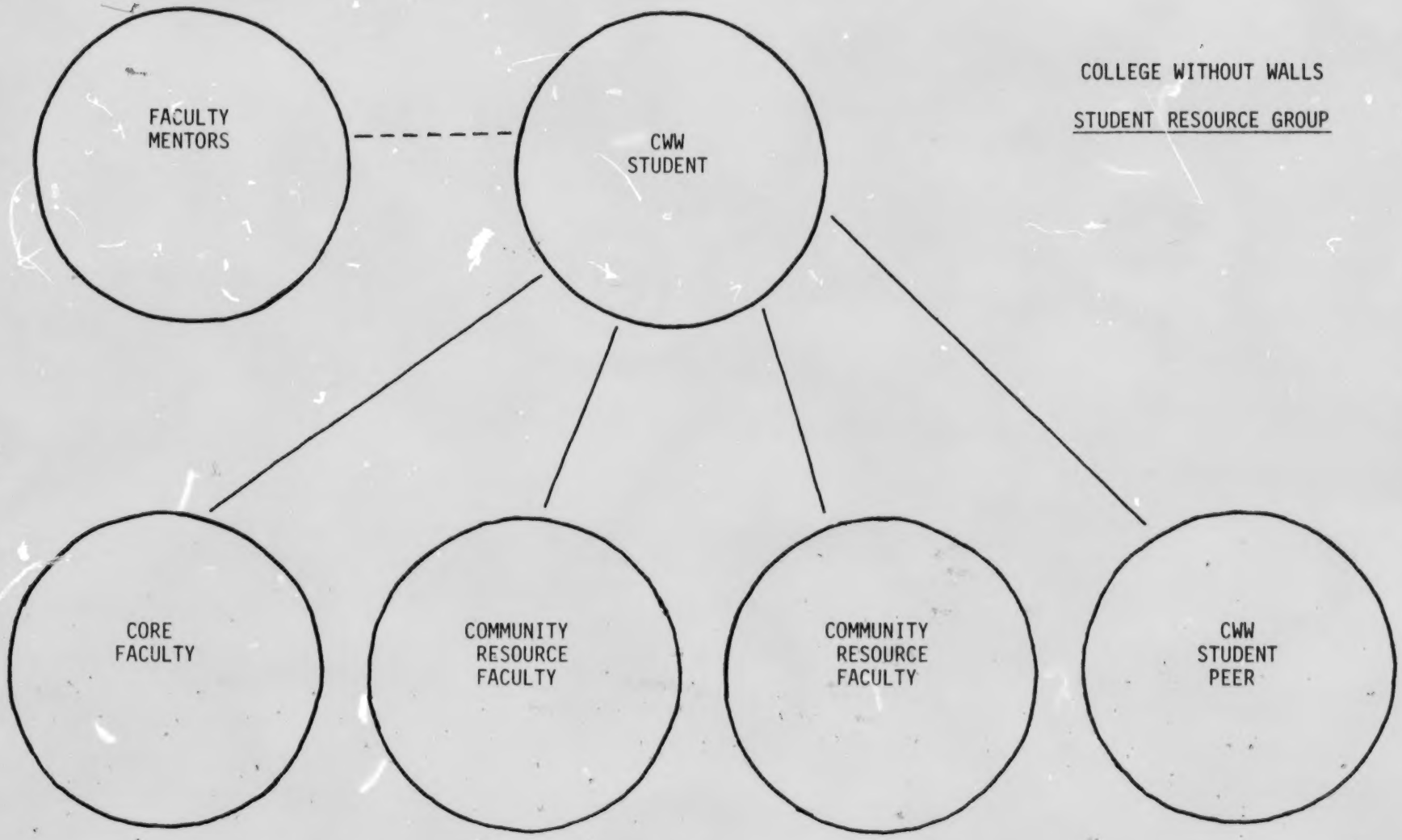
In determining the appropriateness of the CRF person's expertise, the following variables are considered:

1) formal academic training or
2) training outside the context of college or university;
3) learning as a result of years of experience;
4) expressed ability to advise you in your learning activities (CRF need not possess a college degree or a specific amount of job experience to be eligible; and
5) possible conflict of interest, e.g., spouse, parent, other relatives, close friends, and so forth.

Final approval of your CRF rests with the Core Faculty in consultation with you. Approval will be communicated to the CRF by appointment letter from the Core Faculty.

COLLEGE WITHOUT WALLS

STUDENT RESOURCE GROUP



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SINCLAIR COLLEGE WITHOUT WALLS LEARNING CONTRACTS

Student's Name _____ Address _____ Zip _____

Submission Date _____ Completion Date _____ Phone(H) _____ (W) _____

Subject Areas(s) _____ _____ _____ _____ _____

_____

_____

A. Competencies: Please identify on page two all competencies related to the courses(s) treated in this contract.

B. Learning Activities: (How are you going to learn it? - resources? strategies?)

_____ Project _____ Essay/Paper _____ Text Readings

_____ Journal Articles _____ Attend Selected Class Sessions

_____ A/V Materials in LRC _____ Special Tutorial w/Community Practitioner

_____ Case Study or Simulation _____ Other _____

NOTE: Please identify in detail on page 2 all learning activities to be completed for this contract.

C. Evaluation: (How are you and your Mentor going to know you learned it - evidence?) Please detail evaluation methods on page 3.

_____ Verbal Dialogue _____ Paper-and-Pencil Test (objective)

_____ Product Evaluation _____ Paper-and-Pencil Test (essay)

_____ Case Study Evaluation _____ Performance Evaluation

_____ Other _____

Signatures	Telephone	Office No.	Office Hours	Date
_____ Student	_____	_____	_____	_____
_____ Core Faculty	_____	_____	_____	_____
_____ Faculty Mentor	_____	_____	_____	_____
_____ FAculty Mentor	_____	_____	_____	_____
_____ Faculty Mentor	_____	_____	_____	_____

A. Competencies

B. Written description of learning activities (How are you going to learn it -- resources? strategies?)

B

C. Evaluation: (How are you and your mentor going to know you learned it -- evidence?)

(Any special comments about your learning activities or evaluation that your core and mentor need to know.

TO BE COMPLETED BY CORE FACULTY

Course(s) _____

Credit Hour(s) _____

Date Assessed _____

Letter Grade _____

Date: Change of Grade Submitted to Registrar's Office _____

Grade Noted on Original Roster _____

II. The College Without Walls Process

Prior Learning. A basic premise of the College Without Walls Program is that all learning occurring prior to entry in the program which relates to your degree program should be recognized. To that end, all prior learning and documentation of that learning is assembled in the portfolio while enrolled in the course "Portfolio Development" (EBE 100).

The CWW Learning Contract. The Learning Contract serves as a written agreement among you, the Core Faculty, and the Faculty Mentor (i.e., the faculty evaluator of your contract), that certain student-initiated learning activities will take place in some time frame. A Contract develops out of your collaboration with your Core Faculty and the Mentor. Learning Contracts specify: 1) what is to be learned; 2) how the learning will take place; and 3) how that learning will be evaluated and by whom. Thus, it is a highly individualized product which helps ensure you a more personalized education program.

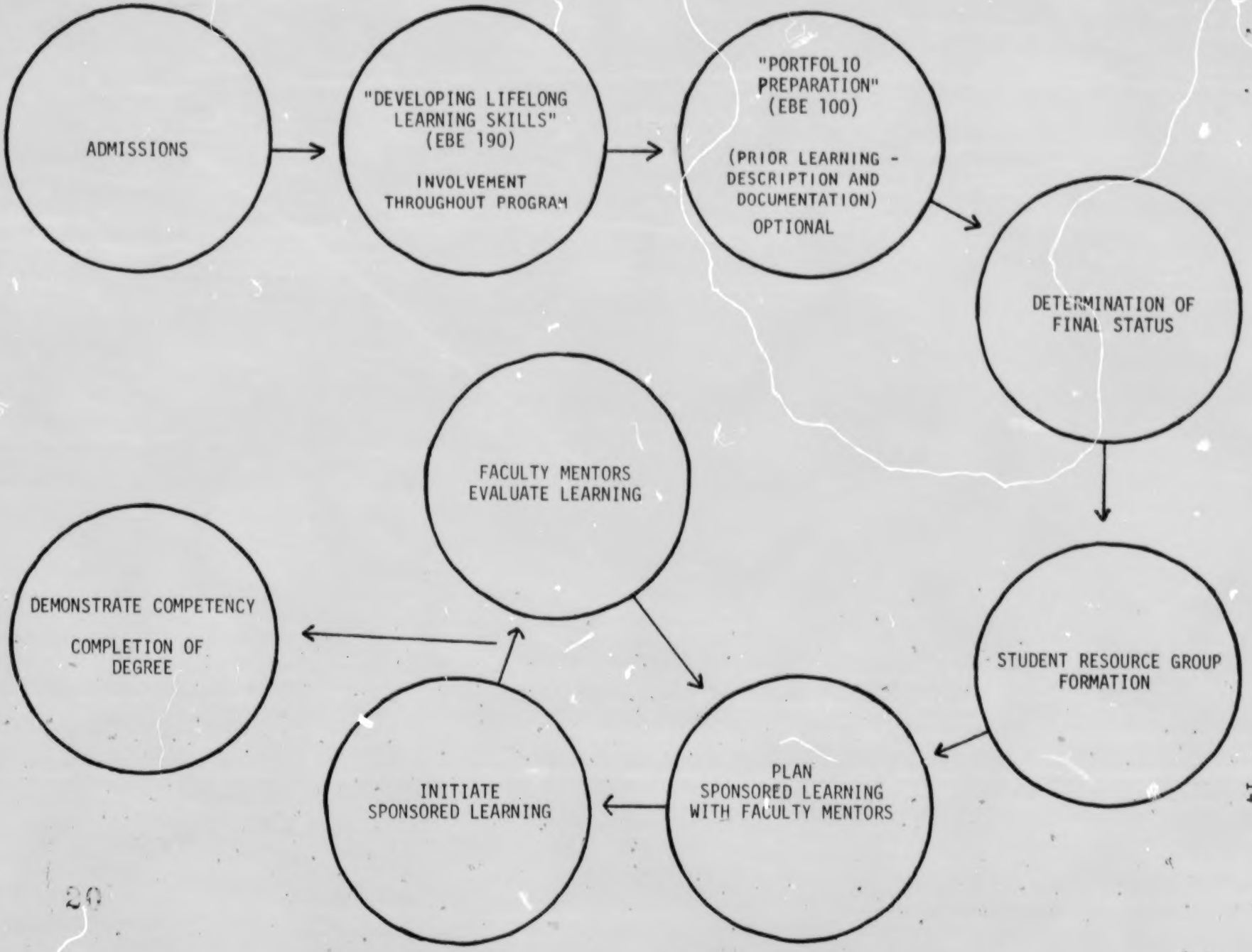
Learning experiences in support of your course competencies are far more heterogeneous than under traditional programs. Experiential learning is a major thrust of the program as you design varied field experiences - including paid and volunteer work assignments, discussion with community practitioners, and observation of community activities. College Without Walls at Sinclair Community College recognizes the validity of learning in any number of environments - in the home, at work, in the community. Reading lists, tape-recorded or videotaped interviews, independent study projects, and special reports and themes which may be prepared away from the campus are other alternatives. You may elect to enroll in on-campus courses at Sinclair, at a Consortium institution (see Section V), or at any other source of educational services financially and geographically accessible.

II. The College Without Walls Process

Core Faculty/Student Evaluation. Quarterly both you and your Core Faculty write a separate evaluation of the work during that quarter. This formal reporting provides you and your Core Faculty with a regularly scheduled evaluation procedure which, in turn, helps monitor progress through the degree program. In addition, you are encouraged to maintain regular contact with your Core Faculty person. "Regular" may mean weekly for some students, biweekly for others, or perhaps twice weekly, depending upon the need for discussion and problem-solving.

Evaluation of Prior and Sponsored Learning. Evaluation takes place intermittently throughout your program. It is very difficult to set forth the College Without Walls process as a series of finite stages - one neatly preceding another. This is not the case. The evaluation of prior learning in the portfolio influences sponsored learning, and the evaluation of sponsored learning activities may indicate another look at your degree program areas.

Evaluation of sponsored learning will focus on all on-going learning exercises and learning outcomes connected to course competencies. The verbalization as well as written expression (i.e., paper-and-pencil essay tests) of learning may be requested from time to time to ascertain learning. A significant level of emphasis is placed on evidence of activities performed, accomplishments, or actual products of the activity. Additional evaluative approaches may involve simulations, role-playing, on-site assessment, projects, term papers, employer reports, recorded interviews, and/or photographic essays. You may propose a combination of approaches in your learning contract.


ADMISSIONS
"DEVELOPING LIFELONG LEARNING SKILLS" (EBE 190)
INVOLVEMENT THROUGHOUT PROGRAM
"PORTFOLIO PREPARATION" (EBE 100)
(PRIOR LEARNING - DESCRIPTION AND DOCUMENTATION)
OPTIONAL
DETERMINATION OF FINAL STATUS
STUDENT RESOURCE GROUP FORMATION
PLAN SPONSORED LEARNING WITH FACULTY MENTORS
INITIATE SPONSORED LEARNING
FACULTY MENTORS EVALUATE LEARNING
DEMONSTRATE COMPETENCY
COMPLETION OF DEGREE

FORMAT FOR THE NARRATIVE SECTION OF THE PORTFOLIO

(For Describing Prior Learning and Sponsored Learning)

Educational Experience	Description of Learning	Documentation

IV. Sponsored Learning

Student/Core Faculty/Faculty Mentor Interaction

Sponsored learning is independent learning designed and proposed by you, with the aid of the Core Faculty and Faculty Mentor, and is reflected in a series of Learning Contracts. The learning takes place outside the traditional classroom or laboratory setting.

Sponsored learning is grounded in self-initiated learning. The basic assumption is that you ought to be not only the center of your learning, but also a major contributor to its design. Therefore, the role of the Mentor is considerably less directive than that of the traditional classroom instructor.

Traditionally, you sit in a classroom reading, listening, taking notes and passing examinations, with little to say about the process. However, in the College Without Walls program, you have the opportunity to really affect the learning process. In this approach to learning, the instructor no longer occupies center stage. Instead he or she (in the form of a Faculty Mentor) becomes part of a learning team, which also includes you and the Core Faculty person. The Core Faculty person serves as a learning facilitator who explores questions and answers with you, representing you to the Faculty Mentor.

Embarking upon a different role is sometimes more easily described than accomplished. Behavioral roles practiced over a period of years in traditional education are often difficult to reverse. Therefore, it is extremely important that communication lines are clear and open among you, the Core Faculty, and the Faculty Mentor.

You are encouraged to get to know your Mentors, and your assigned Core Faculty persons - their backgrounds, their fields of expertise, and their special interests. You should feel free to share your feelings

about the content of your Learning Contracts. To re-emphasize, it is important to talk through the relationship and to establish a basis for collaboration on all aspects of the CWW program.*

On the following pages are a Learning Contract Proposal Form and sample contracts for Sociology 111 and 122, Speech 235, and Marketing 201 and 212.

*Adapted from materials by Dr. William A. Charland, Jr., Chicago State University.

LEARNING CONTRACT

SOC 111/112

Thomas M. Hurley

Competencies

1. Define society, social structure and interaction. Discuss the types of interaction.

2. Compare and contrast evolutionist, functionalist, conflict and interactionist perspectives of society.

3. Define role and status. Distinguish between ascribed and achieved status. Explain role play.

4. Discuss culture as the "way of life" of a particular group. Relate the types of culture to ethnocentrism and cultural relativity.

5. Explain the process of socialization. Discuss C. Cooley's theory of looking-glass self and G. Mead's theory of symbolic interaction, and their relationship to the development of self-concept and self.

6. Discuss the four agents of socialization, their importance and time of greatest influence on the individual.

7. Define social stratification, social class and social mobility.

8. Define conformity and deviancy. Identify the types of social control and sanctions used by society. Discuss the three major theories of deviancy.

9. Disucss the properties of the group and non-group.

10. Define the characteristics of a minority group, and distinguish between different types of minorities. Explain segregation, integration, desegregation, assimulation, amalgamation and cultural pluralism.

11. Define the concepts of marriage and family and the various types of marriage. Discuss the function of the family and how it has changed recently.

12. Define and discuss the function of the educational system and its effectiveness.

13. Compare and contrast the theories of Marx, Weber and Durnheim as to the function of religion in society.

14. Explain the concepts of power and authority. Discuss the theory of C. Wright Miller as to the "Power Elite".

15. Define and discuss collective behavior and the various types.

16. Discuss the concepts of demography, population and transition, and the factors that contribute to problems of over population.

17. Discuss social change, and factors that give rise to change in society.

18. Define the concepts of urban community, rural community, metropolis and megatropolis.

19. Discuss the process of urbanization and the five major population shifts and their impact on urbanization.

Learning Experience

1. Read Sociology by Light & Keller

2. Interview representatives of the major institutions of society to determine their opinion of the role each plays in the effective or ineffective socialization of juveniles.

   Education - School principle
   Religion - Church Minister
   Family - Family Counselor
   Government - City Major or Alderman
   Economics - Member of the Financial Community

   Discuss any differences that may exist between minority youth and white youth.

3. Research the media for reference material to be used in Essays.

Assessment

1. Present a 10 page essay on the role of the family, educational system, peer group and the media in the effective or ineffective socialization of youth and the resulting normal or deviant juvenile behavior, including a comparison of any differences between the socialization of minority youth and white youth.

2. Draw a comparison between the British "Centerpoint" and U.S. "Daybreak" house for runaway.

3. Submit a written summary of the interviews with agency representatives particularly stressing the relationship between academic learning problems and juvenile delinquency.

EVALUATION

DOCUMENT A

A 10 page paper on the role of the family, educational system, peer groups and the media in the effective or ineffective socialization of youth and the resulting normal or deviant juvenile behavior, including a comparision of any differences between the socialization of minority youth and white youth.

DOCUMENT B

A paper comparing the British "Centerpoint" and the "U.S. Daybreak" house for runaways.

DOCUMENT C

A written summary of the interviews with Agency representatives, particularly stressing the relationship between academic learning problems and juvenile delinquency.

SINCLAIR COLLEGE WITHOUT WALLS LEARNING CONTRACT

Student's Name _____ Address _____ Zip _____

Submission Date _____ Completion Date _____ Phone (h) _____ (w) _____

Subject Area(s) _____

A. Competencies:
1. Nature of Interviewing - Structuring
2. Pre-planning - Questionnaire
3. Making Initial Contact
4. Actual Interview Situation
5. Terminating the Interview
6. Evaluation of the Interview Process.

B. Learning Activities: (How are you going to learn it - resources? strategies?)
1. Read the book The Helping Interview by Alfred Benjamin, and the booklet, Fundamentals of Interviewing, by Gary Richetto and Joseph Zima.
2. Watch such T.V. shows as 60 Minutes and the Dick Cavett show, as well as listening to radio talk shows to see and hear different types of interviewer-interviewee exchanges.
3. Talk to Mrs. Audra Stekli, A.C.S.W., Marriage and Family Counselor with Luthern Social Service, in order to ascertain the theoretical and practical principles involved in structuring, conducting, and evaluating an interview.
4. Interview at least two different people, using the principles outlined in the text.

C. Evaluation: (How are you and your Mentor going to know you learned it - evidence?)
1. Submit an 8-10 page report on the knowledge acquired through reading the texts, The Helping Interview and Fundamentals of Interviewing outlining how to structure, conduct, terminate and evaluate an interview. This report will include my personal reaction.
2. Submit a 2-4 page report of the meeting with Mrs. Stekli and the theoretical principles involved in consducting an interview.
3. Submit a cassette tape of at least two interviews conducted by this student, utilizing the principles outlined in the competency.
4. Be available to answer questions by the Mentor on items outlined in the competency.

Signatures	Telephone	Office No.	Office Hours	Date
_____ Student				
_____ Core Faculty				
_____ Faculty Mentor				
_____ Faculty Mentor				

DOCUMENT A

a 10 page report on learning acquired from the textbook. This report will include how to structure, conduct, terminate, evaluate an interview, and my personal reactions to textbook materials.

DOCUMENT B

A 5 page report summarizing conversation with Marriage and family Counselor fo the Luthern Social Service, on the theoretical principles involved in conducting an interview.

DOCUMENT C

A Cassette Tape of two interviews, utilizing the principles outlined in the competences.

DOCUMENT A

15 page report on learning from textbook, "Basic Marketing".

DOCUMENT B

A report describing the current long range market plan of NCR's financial systems division, relating it to marketing concepts learned from textbook.

DOCUMENT C

A series of 3 page reports analyzing and developing solutions for case problems in the following areas:

Customer Behavior

Product

Place

Price

Promotion

DOCUMENT D

A series (2-3 page) reports on articles from: Journal of Marketing", "Business Week", "Forbes", and the "Wall Street Journal."

(These reports will relate and interpret Marketing Concepts.)

MARKETING

201/202

Learning Contract — Charles Stephens

A. Competencies:

1. Identify and explain marketing's role in society and within an individual firm.
2. Describe the process of Marketing Strategy Planning and the effect of the uncontrollable environment on strategy planning.
3. Describe the process of identifying and selecting target markets.
4. Describe the process for and the importance of gathering information for marketing decision making.
5. Evaluate marketing's contribution and cost to a consumer oriented society.
6. Discuss the concept of a product and the nature and importance of produce decision making.
7. Discuss the concept of place and the nature and importance of place decision making.
8. Discuss the concept of promotion and the nature and importance of promotion decision making.
9. Discuss the concept of price and the nature and importance of price deicision making.
10. Describe the concept of STRATEGIC planning as it affects the development of specific marketing mixes and the process of implementing and controlling marketing programs.

B. Learning Experiences:

1. Read Chapters 1 to 28 in the text "Basic Marketing", "A Managerial Approach" by E. Jerome McCarthy, Sixth Edition.
2. Relate the marketing strategies from the text reading to the current long range Market Plan as it relates to NCR's Financial Systems Division, Domestic Marketing.
3. Read one case study from the textbook "Basic Marketing", "A Managerial Approach" in each of the following areas: Customer Behavior, Product, Place, Price, and Promotion.
4. Read the "Journal of Marketing", Business Week", "Forbes", and the "Wall Street Journal" and report on six articles relating to the textbook.

C. Assessment:

1. Write my learning experience from Chapters 1 to 28 in the textbook "Basic Marketing". The written report to be at least 15 pages in length.

2. Submit a written report at least 5 pages in length on the current long range Market Plan of NCR's Financial Systems Division relating it to marketing concepts in the textbook.

3. Write my learning experience on each case with a suggested solution. Each case study to be at least three pages in length.

4. Write my learning experiences based on supplemental readings which relate to and interpret the marketing concepts in the textbook. Each article to consist of at least two pages in length.

5. Interview and discussion with Mentor.

IV. Sponsored Learning

How to Write a Learning Contract

As a preamble to the three sections which make up the CWW Learning Contract, you need to know what a Learning Contract is and why it is the method chosen by Sinclair for the College Without Walls program. We would like to introduce this explanation with a reference to Allen Tough's The Adult's Learning Projects (Ontario Institute for Studies in Education, Toronto, 1971), as reported by Malcolm Knowles*:

> One of the most significant findings from research about adult learning (as mentioned above) is that when adults go about learning something naturally as contrasted with adults being taught something - they are highly self-directing. Evidence is beginning to accumulate, too, that what adults learn on their own initiative they learn more deeply and permanently than what they learn by being taught.

Probably most of the learning you have acquired through the traditional educational system has been classroom based. In this environment the learning is structured entirely by the teacher. To quote from Knowles again: "The learner is told what objectives he is to work toward, what resources he is to use and how they will be used, and how his accomplishment of the objectives will be evaluated. This imposed structure conflicts with the adult's deep psychological need to be self-directing (emphasis ours) and may induce resistance, apathy, or withdrawal."

Learning contracts, according to Arthur Chickering (1971), provide one alternative for student diversity, such diversity calling for ". . . clear recognition of individual differences. Methods and criteria of evaluation must be appropriate for each student's purpose and background."

The learning contract method, we are convinced, does provide for recognition of individual differences to the extent that Sinclair Community College allows for divergence from the requirements of the Ohio Board

*See "Some Guidelines for the Use of Learning Contracts in Field-Based Learning" by Malcolm Knowles in the Appendix, p. 62.

of Regents. This means that you must follow the courses as outlined in your degree program. In addition, you will have to meet the objectives (competencies) of each course as provided to CWW by the Mentors, just as students in the traditional program do. But beyond this, you may initiate considerable influence over the learning activities and the forms of evaluation . . . the soul of contract learning.

Section I: The Competencies

Competencies are learning objectives, i.e., those major areas of a course of study which are considered important to master. They describe what you will learn, not what you will do. A simple example: if you want to become a potter, you will have to know: 1) the various kinds of clays and their forming and firing properties; 2) how to shape the clay; 3) how to decorate the clay and add a glaze covering; and 4) how to operate a kiln in order to fire your clay object. These techniques are essential in acquiring skill (competency) which will, say, bring you to the level of a beginning potter (Pottery 201). Competencies are provided for you via your Core Faculty.

Section II: Learning Activities

Learning activities, which include learning resources and learning strategies, are simply those "things" you use and do to help you master the competencies. To continue our analogy: to make a pottery bowl you will have to learn to use the potter's wheel, i.e., learn how to center the clay on the wheel head, how to open the lump of clay, how to draw up the sides, how to shape the clay into a pleasing bowl design. These are activities. In addition, you will read about techniques in books and craft publications, watch a demonstration by a potter, watch more advanced students at work, ask questions, go to a museum and study ancient and

modern pottery. You may also choose to attend one or two sessions of a pottery class. These are resources and strategies which increase your general as well as specific knowledge of the craft.

Section III: Evaluation

How are you and your Mentor going to know that you have mastered the competencies? What evidence will you produce? In our example of pottery, you will make several pots which show your mastery of the various forms, create some of your own glaze formulas, apply your own decoration and glaze, and fire your pottery to demonstrate your knowledge of how various temperatures affect the finished clay and glaze.

Learning Contracts: A Touch of Freedom

The importance of specific and mutually understood elements of the Learning Contract cannot be over-emphasized. As an alternative to attending class - where the teacher guides you through the learning process with carefully controlled instructions and procedures - CWW students are learning largely by self-direction and self-discipline. Therefore, Learning Contracts become your roadmaps and must clearly indicate the routes to knowledge. There is ample opportunity when you are working with your Core Faculty to influence learning activities and evaluation, so by the time you, your Core, and the Mentor sign the Contract you should have a good feeling of "ownership" in the methods devised for your mastery of the course.

The following page indicates some of the characteristics of Learning Contracts as we see them developing at Sinclair. You should study them and discuss them with your Core. We encourage you to think expansively in terms of the various ways you might learn about subject matter. These ways include the resources of the College, of course, but it's important

to think of the community as campus, too: think of your company as a laboratory, your church as a resource, your social or fraternal organization as a possible gold mine of ideas. Learning is always multi-dimensional, so don't limit your exploration of new knowledge to only the library and the textbook.

IV. Sponsored Learning

Contract Types

A. Single Course Contract - e.g.:
   1. Psychology of Adjustment (PSY 216)
   2. Marketing I and Marketing II (MAR 201 & MAR 202)

B. Single Discipline Contract - e.g.:
   1. Art Appreciation III, Design-Color, Art Drawing II (ART 103, ARV 102, ART 112)
   2. Social Problems, Population and Ecology, Urban Environment (SOC 205, SOC 207, SOC 208)

C. Interdisciplinary Contract - e.g.:
   1. Union Leadership Skills, Industrial Psychology, Effective Speaking (LAS 135, PSY 115, SPE 211)
   2. Educational Techniques, Child Development, Creative Dramatics (ECE 205, PSY 205, THE 166)

Contract Characteristics

A. Unifying Process Element - e.g.:
   1. Product
   2. First-Person Journal
   3. Term Paper, Report, Theme
   4. Internship
   5. Simulation/Case Study
   6. Project
   7. Interviews

B. Assessment Within Subject Areas - e.g.:
   1. Assessment of Unifying Element
   2. Verbal Dialogue
   3. Other Assessment

Contract Evaluation Criteria

1. Written objective test
2. Written essay test
3. Test based on a taped situation
4. Diaries, essays, or reports
5. Structured interview or oral examination
6. Oral presentation
7. Observation of performance in natural situation
8. Observation of performance in simulated situation
9. Performance test (recital, typing, etc.)
10. Product assessment (work sample)
11. Testimony from external source
12. Faculty member assessment
13. Client or customer assessment
14. Peer assessment
15. Self-assessment

IV. Sponsored Learning

You and Your Core Faculty: Action Planning

The Learning Contract is your action plan for future learning. As such, you design certain learning experiences relative to your course competencies. You discuss with your Core Faculty a calendar for your total degree program, and preliminary time frames for each learning contract (see appendix). Typically, Learning Contracts take from eight to twenty-two weeks to complete (from registration through final evaluation).

A preliminary Learning Contract is developed in a collaborative effort by you and your Core Faculty. A Learning Contract may be interdisciplinary, including three to four course areas. In effect, this is the "rough draft" stage where specific course competencies are reviewed; where alternative roads to their achievement are considered; where the methods of evaluation most suited to your learning style are planned.

For example, if you are developing a Learning Contract for Marketing 201, the list of required competencies defines the learning outcomes that the Faculty Mentors expect you to master. To arrive at these competencies you may want to:

1. Organize the Learning Contract to include textual and supplementary reading.

2. Plan interviews with a local marketing executive to discuss major points of marketing management as practiced in the field.

3. Suggest evaluation based upon a report of reasonable length showing the integration of the principles learned from reading with the viewpoint of the field resource person as they relate to the prescribed learning competencies, OR

   Alternatively, do a research project involving the design of a marketing study for a real business which you would contact, OR

   As a further evaluation alternative, ask for an oral or a paper-and-pencil examination or a combination of these formal modes.

IV. Sponsored Learning

In short, planning a Learning Contract is a creative process whereby you tailor your learning activities to combine the best of traditional practices with those of imaginative self-direction. However, it is upon the latter that Core Faculty emphasis is placed because one of the tenets of the CWW program is that of enriching the learning outcomes through the nurturing of your skills and attitudes about how best to approach the learning process. Such an attitude, by the way, allows for change en route where there is mutual agreement among Core Faculty, Faculty Mentor, and you that such change enhances your learning.

Core Faculty and Faculty Mentor: The Advocacy Role

Core Faculty play a strong support role as your advocate. The preliminary Learning Contract is presented to the Mentor by the Core Faculty person and it is at this meeting that agreement is reached as to its acceptance or modification. Changes recommended by the Faculty Mentor, if any, are discussed by you and the Core Faculty. If necessary, a second draft is submitted to the Mentor for approval. Once the Learning Contract has been signed by the Core Faculty and the Faculty Mentor, it becomes a viable document and as such forms the basis for your learning activity.

Student and Mentor: Selling Your Ideas

The third stage involves the meeting between you and your Mentor - to "put a face with a name," so to speak. This meeting is arranged by you, with your appropriate information provided by your Core Faculty and provides you with an opportunity to ask questions which can lead to a better understanding of the Mentor's point of view about the various learning activities which you will initiate. This

meeting provides the opportunity for you to begin developing a meaningful relationship with your Faculty Mentor which will continue through the completion of that Learning Contract.

Student/Mentor Responsibilities

Since College Without Walls is an external degree program, it is necessary for you to have a clear understanding of your responsibilities, especially as they relate to your Core Faculty and Faculty Mentors. On page - - - is an outline of these responsibilities, beginning with your enrollment in EBE 190, and continuing through the completion of your Learning Contracts.

Initiating the Learning Contract: Doing Your Own Thing

The fourth stage involves YOU! This is the time for you to "do your own thing," to move ahead with the learning activities as gauged by the timetable that you have built into your Learning Contract. It is wise, and therefore highly recommended, that you maintain frequent contact with your Core Faculty and, if the need arises (especially if you decide to make a change in the way in which you want to arrive at the learning outcomes), to touch base with the Mentor so that he or she is apprised of your action.

Self-directed learning skills will play an important part in the success of your activities during this stage of your development. The value of the course "Developing Lifelong Learning Skills" (EBE 190) will be evident to you at this point where you may begin to miss the "crutch" of classroom attendance and defined assignments. Self-directed learners often are a little lonely; but the variety, the spontaneity, the personal

growth, and the ability to influence one's degree program more than the traditional student can, is well worth the occasional periods of doubt.

Evaluation: Getting It All Together

The fifth stage in the Learning Contract sequence involves evaluation. At this point there should be no surprises on anyone's part. The agreement among you, your Core Faculty, and the Faculty Mentor spells out clearly 1) what you are expected to learn; 2) how you are to arrive at the learning; and 3) how you are to be evaluated.

If you have worked assiduously and completed your assignments on time, there should be little concern about getting a good grade. One of the advantages of being able to help plan your Learning Contract is that you can emphasize your strengths in terms of learning and in providing proof of that learning. If paper-and-pencil tests are difficult for you, then you may ask for an alternative evaluation - such as a comprehensive project and a short discussion of major points of your study which relate to the competencies listed in your Learning Contract.

The CWW process provides you with enriched learning possibilities at every juncture. Evaluation is the final stop on the road to learning. How you choose to be evaluated is not your decision entirely, but your involvement does provide you with the chance to give wings to your imagination.

Student Responsibility	Mentor Responsibility
1) Participate in EBE 190 "Developing Lifelong Learning Skills workshop on Learning Contracts	
2) See Core Faculty for discussion of Learning Contracts	
3) Conceptionalize and develop Learning Contract	
4) Review Learning Contract with Core Faculty (student and Core Faculty sign the Learning Contract)	
5)	Core takes Learning Contract to Mentor for review and signature
6) Student modifies Learning Contract as necessary, recycling steps 4 & 5	
7) Student receives copy of finalized Learning Contract and name, phone number, and campus address of Mentor	Mentor receives copy of Learning Contract and evaluation form
8) Student calls for an appointment for initial interview with Mentor in order to focus Learning Contract	Mentor and student have initial interview and discuss the Learning Contract
9) Initiate learning experiences identified in Learning Contract	Mentor responds to questions guiding students as necessary
10) The Learning Contract is modified in content, timing, or for any reason, with Core Faculty and Mentor(s)	
11) Upon completion of contract, student calls Mentor for evaluation appointment	Set appointment date for final evaluation
12) One week prior to evaluation date, student provides Core and Mentor with a copy of completed work	
13) Substantiate learning in evaluation session with Mentor	Final evaluation of student by Mentor
14)	One week after completion of the final evaluation, return the white copy of evaluation form to the EBE Office, Room 6323; the pink copy to your Department Chairperson; and retain the yellow copy for your files
15) Have a party! Celebrate.	

IV. Attachments

ATTACHMENTS

EBE 190 (Developing Lifelong Learning Skills) Course Description and Listing of Modules

Learning Resources and Suggestions for Self-Directed Study

Learning Linkages in the College or in the Community

Dayton-Miami Valley Consortium

Time Inventory

A Comparison of Assumptions and Processes of Teacher-Directed (Pedagogical) Learning and Self-Directed (Androgogical) Learning

Forms:

- Timing and Action Calendar
- Quarterly Student/Core Faculty Evaluation Form
- Quarterly Core Assessment of Student
- CWW Community Resource Faculty Nomination Form
- Good Standing as a CWW Student
- Review of Good Standing Form
- Stop-Out Form

Some Guidelines for the Use of Learning Contracts in Field-Based Learning

Glossary

Bibliography

EBE 190

DEVELOPING LIFELONG LEARNING SKILLS

Credit value in a variable format, 1-9. This allows the in-depth presentation of the content in a modular format, interspersed throughout your program of study.

This course will treat a series of lifelong learning themes. Attention will be focused on the location and circumstance of lifelong learning, alternative educational programs for lifelong learners, and the untapped "right hemisphere" of the lifelong learners. Overhead projection, 16mm projection, speakers, experiential and group exercises, and a self-administered learning styles inventory will be some of the elements of the course. The mini-modules of this course are as follows:

Modules:

1. Introduction to College Without Walls
2. Contract Learning
3. The Lifelong Learner
4. Research Skills
5. Lifelong Learning Strategies
6. Interpersonal Effectiveness
7. Developing Creative Skills
8. Values Clarification
9. Social Influences on Career Effectiveness

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LEARNING RESOURCES AND SUGGESTIONS FOR SELF-DIRECTED STUDY

Inexpensive Ways to Learn in Our Community

·Public Libraries. There are new services most people don't know about, like learner's advisers

·Learning Groups. Convening your own group of co-learners is something you may want to consider.

·Television and Other Visual Media. Learn economics from John Kenneth Galbraith, art from Kenneth Clark, etc.

·Sinclair's Learning Rescurces Center. Our campus is good for much more that paying your money to take a course; visit the LRC and explore the possibilities.

·Correspondence Study. More possibilities here than most people imagine. Would you believe Zen, women's lib, French cooking?

·Tape Cassettes. There's a whole "cassette curriculum" that covers the entire range of college subjects, and much more.

·Sinclair's Tutorial Service. For most any course or learning contract that is troubling you, it is possible to receive assistance, at no cost to you, from a tutor assigned through the tutorial office (visit Room 6221).*

·Dayton-Miami Valley Consortium. Take a course through a Dayton-Miami Valley Consortium institution at the low Sinclair Community College tuition rate. Member institutions include:

Air Force Institute of Technology
Antioch College
Central State University
Clark Technical College
Edison State College
Kettering College of Medical Arts
Sinclair Community College
Southern State College
United Theological Seminary
University of Dayton
Urbana College
Wilberforce University
Wilmington College
Wittenberg University
Wright State University

·Educational Brokers. A whole new profession has emerged just to serve learners. Locally, the Educational Opportunity Center can assist you in identifying skills, interests, and goals, and then can advise you as to relevant area courses and programs.

·Games. Through simulation, learn to run a business - or a city.

·Your Own Firm/Agency. The organization that you work or volunteer with is frequently a rich source of learning resources. Increasingly, libraries and educational materials are developed and made available to employees.

*For additional information, contact your Core Faculty.

LEARNING LINKAGES
IN THE COLLEGE OR IN THE COMMUNITY

1. Small peer group discussions, seminars, study sessions - see student list for career focus and skills

2. Professionals in the field: managers, practitioners, Community Resource Faculty

3. Course opportunities in your company or work place: seminars, workshops, reference material from those who do travel to conferences, etc.

4. Interviews in your community: tie in with social service agencies, government, or non-profit institutions as a source of a project.

5. Independent study courses such as correspondence courses

6. Information from State or Federal agencies, i.e., subscribe to selected U.S. Government Publications:

   Superintendent of Documents
   U.S. Government Printing Office
   Washington, DC 20402

7. Lectures in the community

8. Facilities through the Miami Valley Consortium: check Sinclair LRC for details concerning books, films, tapes, and periodicals. Check Sinclair Registrar about taking courses at other institutions in the Consortium.

9. Field trips and travel

10. Written reports and papers; original research

11. Collaborative learning with CWW peers

12. Reading: textbooks and associated material; surveys of recent and historical material; annotated bibliographies

13. Use of Sinclair tutorial services (Room 6221) to help strengthen skills

14. Developmental facilities: learning modules in English, math, and reading

15. Procedures for integrating separate course material in single Learning Contract

16. Evaluation:

    a. Projects
    b. Papers
    c. Reports on interviews with experts
    d. Tests - oral and/or paper-and-pencil
    e. Research directed toward new application of knowledge
    f. Weekly logs of learning experiences
    g. Summaries of articles in journals, books, magazines, research papers

17. Internships in government or social service agencies for short periods of time

18. Observation of committee activities; job sites; other

19. Educational or public television

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DAYTON-MIAMI VALLEY CONSORTIUM

Within easy driving distance of Dayton are 15 colleges and universities offering a wide variety of Educational experiences. The Miami Valley is served by campuses ranging from 300 students to over 14,000. A prospective student can choose from public and private schools; two-year, four-year, and continuing education programs; liberal arts, technical, and professional colleges; day, evening, and weekend schedules.

This diverse collection of higher education institutions agreed in 1967 to form a voluntary cooperative organization called the Dayton-Miami Valley Consortium (DMVC). The goal of the Consortium is to increase the efficiency, strength, and availability of higher education in southwestern Ohio. Through the cooperation of its member colleges, the DMVC has been one of the most active groups of its kind in the country.

Cross Registration with Dayton-Miami Valley Consortium

As a regularly enrolled full-time student of a Dayton-Miami Valley Consortium institution, under the conditions set forth below, you may register for credit in courses offered by other Consortium institutions at no charge, in addition to the Sinclair rate per credit hour, on a space-available basis. This policy applies only to the regular sessions of the regular academic year, and specifically excludes summer sessions and other self-supporting or self-sustaining programs.

If you desire to take a course at another Consortium institution, the following conditions must be met:

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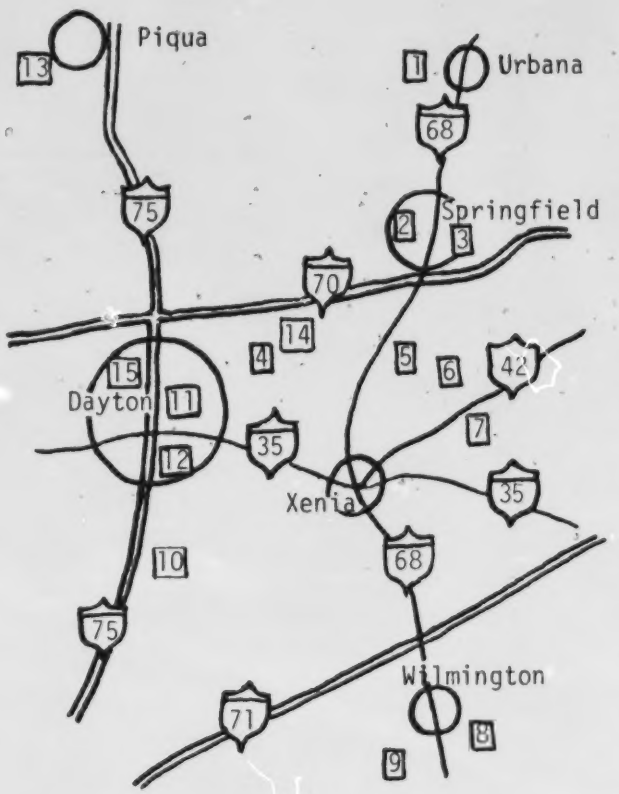
1) You must be enrolled as a full-time student of a Consortium institution.
2) You must obtain your advisor's consent for the desired course.
3) The course must not be currently available at your home institution.
4) You must satisfy all course prerequisites, and you must be acceptable to the host institution.
5) Space in the desired course must be available for you.

For further information, consult the Office of Admission and Records.

1) Urbana College
2) Wittenberg University
3) Clark Technical College
4) Wright State University
5) Antioch College
6) Central State University
7) Wilberforce University
8) Wilmington College
9) Southern State College
10) Kettering College of Medical Arts
11) Sinclair Community College
12) University of Dayton
13) Edison State College
14) Air Force Institute of Technology
15) United Theological Seminary



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TIME INVENTORY

The purposes of a time inventory are the following:

1. Planning the allocation of your time.
2. Producing a daily listing of the most important tasks to be done on the following day.
3. Doing a daily estimate of your effectiveness - how many priority tasks were completed? How was time actually spent in comparison with what was planned?

Here are specific instructions for using the inventory. (You are invited to try it out and improve, adapt, etc.)

1. Allocate time. Decide on the categories of time spent and set the percentage of time you wish to allocate to each category. Your categories may include "reading," "attendance at workshops/seminars," "meetings," "travel," and "wasted."

Make your categories specific. Avoid vague terms like "thinking," "learning."

Now place the categories and the proposed percentage allocations in the columns under "Allocation."

2. Set daily goals. Each day when you have ended your work (CWW activities), make a list of the items to be accomplished the next day. This will give you a list of objectives to be met. Arrange these objectives in order of importance, and you will have a listing of your priorities.

Write these in the columns for Daily Goals.

3. Keep a record of your time. As the day goes on, record your activity and results achieved for every 15-minute period. Don't wait until the end of the day to do this. Your memory will be selective.

For example, if in the reading category you read a section of the student handbook and a chapter in a book, you would list those readings.

4. Summarize a one- or two-week period. After keeping the inventory for a week or two, add up the total hours spent in each category and compute your percentages.

5. Estimate daily effectiveness. Do you actually spend your day as you have planned to?

6. Evaluate. On the basis of your own objectives, analyze your areas of greatest effectiveness and those of least effectiveness. Plan a strategy for improvement. Implement this strategy immediately.

A COMPARISON OF ASSUMPTIONS AND PROCESSES OF TEACHER-DIRECTED (PEDAGOGICAL) LEARNING AND SELF-DIRECTED (ANDRAGOGICAL) LEARNING

(Please read as poles on a spectrum, not as black-and-white differences) by Malcolm S. Knowles
Department of Adult and Community College Education, North Carolina State University, January, 1977

ASSUMPTIONS		
About	PEDAGOGICAL Teacher-Directed Learning	ANDRAGOGICAL Self-Directed Learning
Concept of the Learner	Dependent Personality	Increasingly Self-Directed Organism
Role of Learner's Experience	To Be Built on More Than Used	A Rich Resource for Learning
Readiness to Learn	Dictated by Curriculum	Develops from Life Tasks and Problems
Orientation to Learning	Subject-Centered	Task or Problem Centered
Motivation	External Rewards and Punishments	Internal Incentives, Curiosity

PROCESS ELEMENTS		
Elements	PEDAGOGICAL Teacher-Directed Learning	ANDROGOGICAL Self-Directed Learning
Climate	Formal Authority-Oriented Competitive Judgmental	Informal, Mutually Respectful, Consensual, Collaborative, Supportive
Planning	Primarily by Teacher	By Participative Decision-Making
Diagnosis of Needs	Primarily by Teacher	By Mutual Assessment
Setting Goals	Primarily by Teacher	By Mutual Negotiation
Designing a Learning Plan	Content Units, Course Syllabus, Logical Sequence	Learning Projects; Learning Content Sequenced in Terms of Readiness
Learning Activities	Transmittal Techniques, Assigned Readings	Inquiry Projects Independent Study Experiential Techniques
Evaluation	Primarily by Teacher	By Mutual Assessment of Self-Collected Evidence

The body of theory and practice on which teacher-directed learning is based is often given the label "Pedagogy," from the Greek work paid (meaning child) and agogus (meaning guide) - thus being defined as the art and science of teaching children.

The body of theory and practice on which self-directed learning is based is coming to be labeled "Andragogy," from the Greek work aner (meaning adult) - thus being defined as the art and science of helping adults (or even better, maturing human beings) learn.

College Without Walls
TIMING AND ACTION CALENDAR
Quarter by Quarter

NAME _____

Summer '80	Winter '82
Fall ' 80	Spring '82
Winter '81	Summer '82
Spring '81	Fall '82
Summer '81	Winter '83
Fall ' 81	Spring '83

Your TIMING AND ACTION CALENDAR should be included as a part of your EBE 190 journal.

QUARTERLY STUDENT/CORE FACULTY EVALUATION FORM

College Without Walls

Name:_____ Quarter:_____ 19___

Address:_____

_____

Phone - Home:_____ Work:_____

Learning Contracts and courses in which you are enrolled:

1._____ 4._____

2._____ 5._____

3._____ 6._____

Objectives	Accomplishments

If these objectives have not been met, please complete the following:

1. What factors prevented you from meeting these objectives? (Be specific, please.)

2. Have you tried to remove these preventing factors? How?

3. If not, why not?

4. What are your plans for getting back on schedule? Specify.

Rate your experiences and activities as (please circle one):

Poor	Fair	Average	Good	Very Good
1	2	3	4	5

Rate the extent to which these experiences contributed to your personal growth and development (circle one):

Poor	Fair	Average	Good	Very Good
1	2	3	4	5

Comment on your learning activities:

What could you have done to strengthen your learning experiences and activities?

To what extent did you use your Community Resource Faculty?

To what extent did you use your peers?

Additional comments:

Please write the number of the most appropriate response in the space provided before each statement:

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

Program-Related Questions:

_____College Without Walls supplies me with an effective range of challenges.

_____CWW is consistent with my prior expectations.

_____The amount of materials in the Learning Contracts was reasonable.

_____I understand what is expected of me in this program.

_____Grades were an accurate assessment of my knowledge.

_____I learned more than my assessment showed.

_____Assessments are coordinated with major course objectives.

Core Faculty-Related Questions:

_____My Core Faculty is readily available to me.

_____Mutual respect is a concept practiced by my Core Faculty.

_____My Core Faculty seems well-prepared to help me.

_____My Core Faculty dealt fairly and impartially with me.

_____My Core Faculty is actively helpful when I have problems.

Did your Core Faculty provide the help you needed? _____Yes _____No

Explain:

Signature_____

Quarterly Core Assessment of Student

Student Name_____

Date_____

Is the student making satisfactory progress? _____Yes _____No

Assessment:_____

CWW COMMUNITY RESOURCE FACULTY NOMINATION FORM

Submitted by CWW student (Name):_____

Date:_____

1) Proposed community resource faculty:_____

2) Professional responsibilities:_____

3) Area of expertise related to your degree interest:_____

4) Addresses (home and work):_____

5) Academic training, if any:_____

6) Relationship to this person:_____

Action taken: _____approval _____disapproval Date:_____

Comments:_____

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Good Standing as a CWW Student. Careful screening of all applicant. precedes admission, and on-going evaluation continues to insure "good standing" in the program (which is defined as "adequate progress towards degree requirements"). The College is committed to monitoring "good standing" for several reasons:

1) While you may be self-directed in your life/career activities, it may not translate into educational activity, and this may not be obvious to you or to the CWW staff until the program is underway.
2) Therefore, to insure your professional development, you may be better served by a controlled, classroom setting with fixed deadlines.
3) The College Without Walls program can impede progress toward degree objectives, rather than impelling it.
4) If you are not sufficiently self-directed, a CWW degree can be more expensive. While we are concerned about the economics of degree completion, we are especially concerned about you as an individual and as a learner. As a matter of policy, your individual progress will be reviewed by the CWW admissions committee once each quarter.

Determination of "good standing" (i.e., "adequate progress towards degree requirements") will consider a number of parameters:

1) follow-through in meeting with the Core Faculty, the Resource Faculty, Faculty Mentors,
2) the completion of the "prior learning" component of the portfolio (most students require three months for this); and

IV. Attachments

3) the initiation of learning contracts in course areas for which you do not have approved prior experiential learning or prior collegiate study.

Within the first few months you should have made considerable progress toward assembling documentation and describing prior learning, and should be moving forward on several contracts. (The staff will contact you to arrange a meeting if any concerns develop.

All courses you are currently enrolled in will ultimately be graded (A, B, C, etc.). In the interim, an "N" grade will be assigned pending completion of the various learning contracts related to those courses. The "N" grade will eventually convert to an "F" grade, if progress is unsatisfactory within the time period agreed upon with your Core Faculty person.

Sinclair College Without Walls
REVIEW OF "GOOD STANDING" FORM

DATE_____

STUDENT'S NAME_____ SS#_____

CORE FACULTY_____

RECOMMENDATION RE: PROGRAM CONTINUANCE:_____

_____

_____

_____

_____

_____

_____

(Use reverse side if further space is needed)

_____
Signature

FOR OFFICE USE ONLY

DATE:_____

Student notified of review by C.W.W. Staff regarding "good standing" on (date)_____.

Names and Signatures -

C.W.W. Staff: _____ _____

Core Faculty _____ _____

_____ _____

Others _____ _____

Date of Committee Action:_____

Action: Terminated_____
Other _____

Rationale:_____

_____

_____

Student notified of action: Yes ☐ No ☐ Date_____

SINCLAIR COMMUNITY COLLEGE
COLLEGE WITHOUT WALLS

"STOP-OUT" FORM

NAME_____ STUDENT NO._____

CORE FACULTY_____

STOP-OUT FROM ACTIVE STATUS AS A STUDENT ON (date):_____

ANTICIPATED RETURN TO ACTIVE STATUS AS A STUDENT ON (date):_____

REASON FOR STOP-OUT:_____

_____

_____

INTERVIEWED BY (name and title):_____

DATE:_____

NOTE: Stop-Outs may be approved only upon completion of a block of academic work, and never mid-way in the development of that work.

IV. Attachments

Some Guidelines for the Use of Learning Contracts in Field-Based Learning

(Malcolm Knowles)

The following guidelines for the use of learning contracts by Malcolm Knowles, a pioneer of self-directed learning, will provide additional insights into the "freedom to learn" which contracts offer to external degree students.

This is not the procedure you will follow when you design your Sinclair CWW Learning Contract; but there are excellent ideas in Knowles' approach which we want to share with you, especially Step 6.

SOME GUIDELINES FOR THE USE OF LEARNING CONTRACTS IN FIELD-BASED LEARNING

Why Use Learning Contracts?

One of the most significant findings from research about adult learning (e.g., Allen Tough's The Adult's Learning Projects, Ontario Institute for Studies in Education, Toronto, 1971) is that when adults go about learning something naturally (as contrasted with being taught something), they are highly self-directing. Evidence is beginning to accumulate, too, that what adults learn on their own initiative they learn more deeply and permanently than what they learn by being taught.

Those kinds of learning that are engaged in for purely personal development can perhaps be planned and carried out completely by an individual on his own terms and with only a loose structure. But those kinds of learning that have as their purpose improving one's competence to perform in a job or in a profession must take into account the needs and expectations of organizations, professions, and society. Learning contracts provide a means for negotiating a reconciliation between these external needs and expectations and the learner's internal needs and interests.

Furthermore, in traditional education the learning activity is structured by the teacher and the institution. The learner is told what objectives he is to work toward, what resources he is to use and how (and when) he is to use them, and how his accomplishment of the objectives will be evaluated. This imposed structure conflicts with the adult's deep psychological need to be self-directing and may induce resistance, apathy, or withdrawal. Learning contracts provide a vehicle for making the planning of learning experiences a mutual undertaking between a learner and his helper, mentor, teacher, and often, peers. By participating in the process of diagnosing his needs, formulating his objectives, identifying resources, choosing strategies, and evaluating his accomplishments, the learner develops a sense of ownership of (and commitment to) the plan.

Finally, in field-based learning particularly, there is a strong possibility that what is to be learned from the experience will be less clear to both the learner and the field supervisor than what work is to be done. There is a long tradition of field-experience-learners being exploited for the performance of menial tasks. The learning contract is a means for making the learning objectives of the field experience clear and explicit for both the learner and the field supervisor.

How do you develop a learning contract?

Step 1: Diagnose your learning needs.

A learning need is the gap between where you are now and where you want to be in regard to a particular set of competencies.

You may already be aware of certain learning needs as a result of a personnel appraisal process or the long accumulation of evidence for yourself of the gaps between where you are now and where you would like to be.

If not (or even so), it might be worth your while to go through this process: First, construct a model of the competencies required to perform excellently the role (e.g., parent, teacher, civic leader, manager, consumer, professional worker, etc.) you are concerned about. There may be a competency model already in existence that you can use as a thought-starter and check-list; many professions are developing such models. If not, you can build your own, with help from friends, colleagues, supervisors, and expert resource people. A competency can be thought of as the ability to do something at some level of proficiency, and is usually composed of some combination of knowledge, understanding, skill, attitude, and values. For example, "ability to ride a bicycle from my home to the store" is a competency that involves some knowledge of how a bicycle operates and the route to the store; an understanding of some of the dangers inherent in riding a bicycle; skill in mounting, pedaling, steering, and stopping a bicycle; an attitude of desire to ride a bicycle; and a valuing of the exercise it will yield. "Ability to ride a bicycle in cross-country race" would be a higher-level competency that would require greater knowledge, understanding, skill, etc. It is useful to produce a competency model even if it is crude and subjective because of the clearer sense of direction it will give you.

Having constructed a competency model, your next task is to assess the gap between where you are now and where the model says you should be in regard to each competency. You can do this alone or with the help of people who have been observing your performance. The chances are that you will find that you have already developed some competencies to a level of excellence, so that you can concentrate on those you haven't. An example of a part of a competency model showing how needs have been diagnosed is contained in Appendix A.

Step 2: Specify your learning objectives.

You are now ready to start filling out the first column of the learning contract, "Learning Objectives." Each of the learning needs diagnosed in Step 1 should be translated into a learning objective. Be sure that your objectives describe what you will learn, not what you will do. State them in terms that are most meaningful to you - content acquisition, terminal behaviors, or directions of growth.

Step 3: Specify learning resources and strategies.

When you have finished listing your objectives, move over to the second column of the contract, "Learning Resources and Strategies," and describe how you propose to go about accomplishing each objective. Identify the resources (material and human) you plan to use in your field experience and the strategies (techniques, tools) you will employ in making use of them. Here is an example:

Learning Objective	Learning Resources and Strategies
Improve my ability to organize my work efficiently so that I accomplish 20 percent more work in a day.	1. Find books and articles in the library on how to organize your work and manage time and read them. 2. Interview three executives on how they organize their work, then observe them for one day each, noting techniques they use. 3. Select the best techniques from each, plan a day's work, and have a colleague observe me for a day, giving me feedback.

Step 4: Specify evidence of accomplishment.

After completing the second column, move over to the third column, "Evidence of Accomplishment of Objectives," and describe what evidence you will collect to indicate the degree to which you have achieved each objective. Perhaps the following examples of evidence for different types of objectives will stimulate your thinking about what evidence you might accumulate:

Type of Objective	Examples of Evidence
Knowledge	Reports of knowledge acquired, as in essays, examinations, oral presentations, audio-visual presentations; annotated bibliographies.
Understanding	Examples of utilization of knowledge in solving problems, as in action projects with conclusions and recommendations, plans for curriculum change, etc.
Skills	Performance exercises, videotaped performances, etc., with ratings by observers.
Attitudes	Attitudinal rating scales; performance in real situations, role playing, simulation games, critical incident cases, etc., with feedback from participants and/or observers.

Type of Objective	Examples of Evidence
Values	Value rating scales; performance in value clarification groups, critical incident cases, simulation exercises, etc., with feedback from participants and/or observers.

Step 5: Specify how the evidence will be validated.

After you have specified what evidence you will gather for each objective in column three, move over to column four, "Criteria and Means for Validating Evidence." For each objective, first specify what criteria you propose the evidence will be judged by. The criteria will vary according to the type of objective. For example, appropriate criteria for knowledge objectives might include comprehensiveness, depth, precision, clarity, authentication usefulness, scholarliness, etc. For skill objectives more appropriate criteria may be poise, speed, flexibility, gracefulness, precision, imaginativeness, etc. After you have specified the criteria, indicate the means you propose to use to have the evidence judged according to these criteria. For example, if you produce a paper or report, who will you have read it and what are their qualifications? Will they express their judgments by rating scales, descriptive reports, evaluative reports, or how? One of the actions that helps to differentiate "distinguished" from "adequate" performance in self-directed learning is the wisdom with which a learner selects his or her validators.

Step 6: Review your contract with consultants.

After you have completed the first draft of your contract, you will find it useful to review it with two or three friends, supervisors, or other expert resource people to get their reactions and suggestions. Here are some questions you might have them ask about the contract to get optimal benefit from their help:

-- Are the learning objectives clear, understandable, and realistic; and do they describe what you propose to learn?

-- Can they think of other objectives you might consider?

-- Do the learning strategies and resources seem reasonable, appropriate, and efficient?

-- Can they think of other resources and strategies you might consider?

-- Does the evidence seem relevant to the various objectives, and would it convince them?

-- Can they suggest other evidence you might consider?

-- Are the criteria and means for validating the evidence clear, relevant, and convincing?

-- Can they think of other ways to validate the evidence that you might consider?

Step 7: Carry out the contract.

You now simply do what the contract calls for. But keep in mind that as you work on it you may find that your notions about what you want to learn and how you want to learn it may change. So don't hesitate to revise your contract as you go along.

Step 8: Evaluation of your learning.

When you have completed your contract you will want to get some assurance that you have in fact learned what you set out to learn. Perhaps the simplest way to do this is to ask the consultants you used in Step 6 to examing your evidence and validation data and give you their judgment about their adequacy.

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IV. Attachments

G L O S S A R Y

Community Resource Faculty - community practitioners who volunteer their time to serve students and act as an adjunct in helping develop and implement learning experiences related to student areas of concentration.

Competency - demonstrated mastery of a specific subject matter by examination and/or alternative modes of evaluation approved by Faculty Mentors; also, a portion of portfolio illustrating this mastery.

Core Faculty - facilitators who assist the student in defining degree goals, planning Learning Contracts, and identifying varied learning resources. In general, Core Faculty play a strong role as student advocates with other collaborators.

CWW Resource Group - a student-centered committee composed of five persons: the student, the student peer, the Core Faculty, and two Community Resource Faculty. The Resource Group guides the student's program of study to contribute to the development of the Learning Contract, and to act as a support group emphasizing collaborative learning.

Evaluation - the critical examination of CWW student work by Sinclair Faculty Mentors and their subsequent decision concerning grades and credit; also applies to examination of prior learning portfolio by faculty.

Learning Activity - a student proposed and initiated experience designed to lead to the development of competency; these experiences are reflected in the CWW Learning Contract.

Learning Contract - a written agreement among the CWW student, the Core Faculty, and the Mentor, governing prescribed quarterly learning activities: 1) what is to be learned; 2) how the learning will take place; and 3) how it will be evaluated and by whom.

Mentor - Sinclair Community College faculty who has shown a special interest in independent study and who acts as evaluator of student work. Mentors give final approval to Learning Contracts for courses in which they have subject expertise, and awards a grade.

Portfolio Facilitator - the person who instructs, advises, and supervises the student preparing a portfolio of prior learning.

Prior Experiential Learning - recognized college-level learning from work, reading, workshops, seminars, continuing education, in-service training, volunteer service, and other activities. CWW students develop portfolios which describe and document prior learning. Portfolios are evaluated by Sinclair College faculty and may then earn direct course credit toward degree requirements.

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Glossary - continued

Self-Directed Learning - Self-directed learners have the unique ability to analyze past learning in the establishment of educational goals, to identify and use appropriate learning resources, and to establish skills in collaborative as well as individualized learning.

Sponsored Learning - Typically, learning related to the formal Learning Contract which the student, Core Faculty, and Mentor have agreed upon; represents optimal learning opportunity.

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